

# McCormick Elementary

1123 Sandy Bluff Rd.  
Mullins, SC 29574

<b>Grades</b>	3-4 Elementary School	
<b>Enrollment</b>	316 Students	
<b>Principal</b>	Judith L. Pace	843-464-3760
<b>Superintendent</b>	Mr. James H. Hall, Jr., Interim Superintendent	843-464-3700
<b>Board Chair</b>	Mr. John Hughes	843-464-3700

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	50	66	5

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No

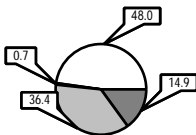
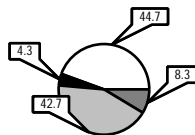
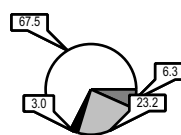
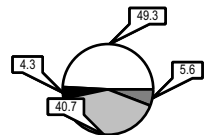
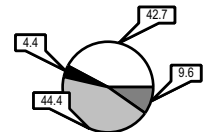
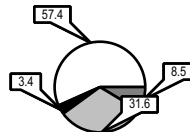
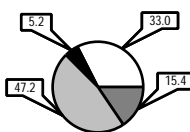
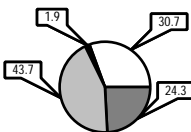
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	313	99.7	47.8	36.5	15.0	0.7	22.3	No	Yes
<b>Gender</b>									
Male	176	100.0	50.0	40.6	9.4	0.0	16.5		
Female	137	99.3	45.0	31.3	22.1	1.5	29.8		
<b>Racial/Ethnic Group</b>									
White	68	100.0	30.3	45.5	21.2	3.0	34.8	No	Yes
African American	239	99.6	52.8	34.1	13.1	0.0	18.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	245	99.6	40.0	41.7	17.4	0.9	26.8		
Disabled	68	100.0	75.8	18.2	6.1	0.0	6.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	99.7	47.8	36.5	15.0	0.7	22.3		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.7	47.5	36.8	15.1	0.7	22.4		
<b>Socio-Economic Status</b>									
Subsidized meals	267	99.6	51.4	37.0	11.7	0.0	18.3	No	Yes
Full-pay meals	46	100.0	27.3	34.1	34.1	4.5	45.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	313	100.0	44.7	42.7	8.3	4.3	22.8	Yes	Yes
<b>Gender</b>									
Male	176	100.0	40.6	47.1	8.8	3.5	22.9		
Female	137	100.0	50.0	37.1	7.6	5.3	22.7		
<b>Racial/Ethnic Group</b>									
White	68	100.0	31.8	43.9	12.1	12.1	39.4	Yes	Yes
African American	239	100.0	48.7	41.7	7.4	2.2	18.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	245	100.0	39.4	45.3	10.2	5.1	26.7		
Disabled	68	100.0	63.6	33.3	1.5	1.5	9.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	313	100.0	44.7	42.7	8.3	4.3	22.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	44.3	43.0	8.3	4.3	23.0		
<b>Socio-Economic Status</b>									
Subsidized meals	267	100.0	47.7	43.8	6.6	1.9	19.0	No	Yes
Full-pay meals	46	100.0	27.3	36.4	18.2	18.2	45.5		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	313	100.0	67.5	23.2	6.3	3.0	9.3
<b>Gender</b>							
Male	176	100.0	68.2	21.8	7.1	2.9	10.0
Female	137	100.0	66.7	25.0	5.3	3.0	8.3
<b>Racial/Ethnic Group</b>							
White	68	100.0	54.5	25.8	9.1	10.6	19.7
African American	239	100.0	71.7	21.7	5.7	0.9	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	245	100.0	64.0	25.8	6.8	3.4	10.2
Disabled	68	100.0	80.3	13.6	4.5	1.5	6.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	100.0	67.5	23.2	6.3	3.0	9.3
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	67.3	23.3	6.3	3.0	9.3
<b>Socio-Economic Status</b>							
Subsidized meals	267	100.0	72.1	23.6	3.5	0.8	4.3
Full-pay meals	46	100.0	40.9	20.5	22.7	15.9	38.6

<b>Social Studies</b>							
All Students	313	100.0	49.3	40.7	5.6	4.3	9.9
<b>Gender</b>							
Male	176	100.0	51.8	37.6	6.5	4.1	10.6
Female	137	100.0	46.2	44.7	4.5	4.5	9.1
<b>Racial/Ethnic Group</b>							
White	68	100.0	34.8	47.0	7.6	10.6	18.2
African American	239	100.0	53.5	39.6	4.8	2.2	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	245	100.0	46.6	41.5	6.8	5.1	11.9
Disabled	68	100.0	59.1	37.9	1.5	1.5	3.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	313	100.0	49.3	40.7	5.6	4.3	9.9
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	49.0	41.0	5.7	4.3	10.0
<b>Socio-Economic Status</b>							
Subsidized meals	267	100.0	54.3	39.1	5.0	1.6	6.6
Full-pay meals	46	100.0	20.5	50.0	9.1	20.5	29.5

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	170	99.4	42.6	34.3	21.9	1.2	23.1
	4	154	100.0	52.6	37.0	10.4	N/A	10.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	152	100.0	41.0	38.2	20.1	0.7	20.8
	4	161	99.4	54.1	35.0	10.2	0.6	10.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	170	100.0	43.5	47.6	7.1	1.8	8.8
	4	154	100.0	40.3	48.1	9.1	2.6	11.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	152	100.0	42.4	50.0	6.3	1.4	7.6
	4	161	100.0	46.8	36.1	10.1	7.0	17.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	152	100.0	65.3	26.4	6.3	2.1	8.3
	4	161	100.0	69.6	20.3	6.3	3.8	10.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	152	100.0	49.3	43.1	4.2	3.5	7.6
	4	161	100.0	49.4	38.6	7.0	5.1	12.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 316)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	5.9%	Down from 9.4%	4.0%	3.0%
Attendance rate	95.8%	Up from 95.4%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 7.1%	5.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.5%	4.0%	3.2%
Eligible for gifted and talented	4.6%	Down from 4.9%	5.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 14.9%	7.8%	8.2%
Older than usual for grade	9.5%	Down from 10.5%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n= 19)</b>				
Teachers with advanced degrees	47.4%	Up from 31.6%	50.0%	52.6%
Continuing contract teachers	78.9%	No change	79.5%	83.3%
Highly qualified teachers	100.0%	No change	92.9%	93.5%
Teachers with emergency or provisional certificates	11.8%	Down from 12.5%	2.3%	0.0%
Teachers returning from previous year	75.5%	Down from 77.3%	83.9%	87.0%
Teacher attendance rate	94.9%	Up from 93.4%	95.0%	95.0%
Average teacher salary	\$36,681	Up 12.7%	\$40,376	\$41,703
Prof. development days/teacher	20.3 days	Up from 14.9 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 17.4 to 1	17.1 to 1	18.8 to 1
Prime instructional time	86.5%	Up from 85.8%	89.2%	89.8%
Dollars spent per pupil*	\$5,612	Up 14.3%	\$7,074	\$6,242
Percent of expenditures for teacher salaries*	59.6%	Down from 61.2%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	96.7%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of McCormick Elementary School is to develop individuals who are well-rounded, and productive citizens by providing innovative experiences in a safe and nurturing environment.

We worked hard during the 2004-2005 school year to learn more about instructional methods supported by scientifically-based research. Third grade teachers participated in a yearlong study of literacy development. We felt that improving school and classroom environments to support literacy development was key to success and the Reading First grant provided money to buy much needed materials and supplies to allow implementation and refinement of proven strategies for comprehension, vocabulary, phonemic awareness, phonics and fluency.

Study groups, lead by our math coach, encouraged teachers to develop strategies that improve instruction. By using the research-based programs, Everyday Math, and Math Out of the Box, students worked on developing higher-order mathematical thinking. Learning And Family Fun Bags (L.A.F.F.) were sent home weekly with students promoting family involvement in math activities. In-service sessions for teachers focused on assessment data interpretation. Responding to needs made apparent through appropriate assessment techniques is a critical piece of the instructional puzzle that must be in place for all children to find success. Activities were used frequently that encouraged children to focus on scientific concepts, explore concepts through hands-on activities, reflect on concepts that were learned and apply the concepts in new and extended ways. We increased our technology capabilities with the acquisition of new computers. Teachers and students became more engaged in using technology within the classrooms.

Outside reviews were held by Southern Association of Colleges and Schools and the Coastal Rural Systemic Initiative. Both reports cited many strengths of the school's staff. The self-studies and the resulting reports will provide a framework for professional activities over the next five years. A Retraining Grant will allow teachers to focus on actively pursuing their professional goals.

With the addition of the Safe and Civil Schools program, parents and community will be more involved in providing input to assist us to better serve our students. We remain an active force within our community. Our parent nights increased opportunities for parents to become involved in their children's educational career. Parent conferences and weekly class newsletters helped keep parents informed. Our "Old Corral Gang" began to take on more responsibility for school leadership with the main purpose of engaging the entire staff in critical decision-making about school-wide procedures and implementing new initiatives.

We look forward to strengthening academic achievement through building a community of learners, achieving our professional goals and increasing communication between students, teachers and parents.

Judith Pace, Principal

Angela Page, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	23	143	85
<b>Percent satisfied with learning environment</b>	82.6%	86.5%	89.3%
<b>Percent satisfied with social and physical environment</b>	82.6%	82.7%	82.1%
<b>Percent satisfied with school-home relations</b>	43.5%	88.7%	74.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.